



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

304 South Meadow, Payson, AZ 85541

Payson Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Highly Performing
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Monica Nitzsche
Schedule : 07:00 AM to 04:00 PM
Grades : 6-8
2005 Enrollment : 653
Web Address : www.rcms1.net
Phone Number : (928) 474-4511
Fax Number : (928) 472-2044
E-mail : mnitzsch@pusd.com

Mission

Our mission is to provide a quality education for all students through a unique, safe, caring, learning environment in which students acquire critical thinking skills and achieve personal excellence which foster current and future productivity.

Success for All!
Creating a culture of:
Achievement
Caring
Collaboration

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve performance in Math by 5 percentile in all grades as measured by the AIMS/DPA assessment.
- ü Develop schoolwide programs, utilizing a teaming approach, to assist student who are struggling.
- ü Develop schoolwide programs, utilizing a teaming approach, to assist student who already get it and need enrichment.

Enrollment

October 1, 2004 School Year Student Enrollment : 646
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 15

Instructional Programs

- ü Core Academics (Read/Sci/SS/Math/Engl)
- ü Accelerated Reader Program
- ü Multiple Exploratory Opportunities
- ü On-site Special Education
- ü Academic Center for Excellence (ACE)
- ü Rich offering of afterschool club option

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 47 minutes
First Day of School :	7/28/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Students are expected to successfully complete core classes. The school has a strong Code of Conduct. We have established a Zero-tolerance Policy. A School Resource Officer, peer mediation, DARE, Project Alert and group counseling are used.

Parents

Parents are responsible for the needs of their children. They are responsible for helping their children understand the importance of education. Parents should ensure that their children attend school regularly, and abide by school rules.

Transportation Policy

Bus transportation is a privilege offered to any of our students who live over one and one-half miles from the school campus, up to a distance of approximately 30 miles. Approximately 65% of our student population qualify for bus service.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Regional Wal-Mart Teacher of the Year	2001
ü Woodrow Wilson Science Fellow - Princeton University	2001
ü Teacher of the Year - Northern Gila County Republican	2003
ü Principal of the Year - Arizona School Administrators	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	209	78250	99	99	99	543	543	548	23	23	21	26	26	18	44	44	48	8	8	13
All Students (Prior Year)	226	226	75001	100	100	99	465	465	468	39	39	37	41	41	36	12	12	16	8	8	10
Female	105	105	38071	99	99	99	544	544	549	23	23	20	23	23	19	46	46	49	8	8	12
Male	104	104	40126	98	98	99	543	543	547	23	23	23	28	28	17	41	41	46	7	7	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	16	16	29129	100	100	99	537	537	527	44	44	32	13	13	23	31	31	40	13	13	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	182	182	38320	98	98	99	543	543	568	22	22	12	27	27	14	45	45	55	7	7	19
Students with Disabilities	36	36	9329	97	97	100	507	507	454	52	52	64	27	27	18	21	21	16	0	0	2
Students without Disabilities	173	173	68996	99	99	99	551	551	561	17	17	16	25	25	18	48	48	52	9	9	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	520	NC	NC	39	NC	NC	28	NC	NC	30	NC	NC	4
Economically Disadvantaged	54	54	33388	90	90	94	543	543	530	27	27	32	23	23	22	46	46	40	4	4	5
Non-Economically Disadvantaged	155	155	44937	100	100	100	544	544	561	22	22	13	27	27	15	43	43	54	9	9	18

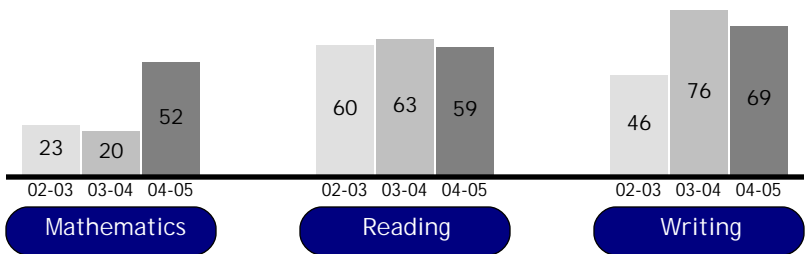
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	209	209	78302	99	0	99	511	511	512	9	9	11	32	32	25	55	55	57	4	4	7
All Students (Prior Year)	226	226	74918	100	100	99	508	508	497	22	22	32	15	15	19	47	47	35	16	16	15
Female	105	105	38082	99	0	99	515	515	518	5	5	8	31	31	24	59	59	61	4	4	7
Male	104	104	40166	98	0	99	508	508	507	12	12	14	32	32	26	52	52	54	4	4	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	16	16	29152	100	0	99	502	502	492	13	13	17	38	38	34	44	44	46	6	6	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	182	182	38347	98	0	99	511	511	531	9	9	5	33	33	17	55	55	68	4	4	10
Students with Disabilities	36	36	9353	97	0	100	473	473	429	30	30	40	45	45	38	24	24	22	0	0	1
Students without Disabilities	173	173	69024	99	0	99	519	519	524	4	4	7	29	29	23	62	62	62	5	5	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	NC	NC	83	NC	NC	NA	NC	NC	480	NC	NC	29	NC	NC	36	NC	NC	35	NC	NC	0
Economically Disadvantaged	54	54	33398	90	0	94	512	512	495	6	6	18	33	33	35	60	60	46	2	2	2
Non-Economically Disadvantaged	155	155	44979	100	0	100	511	511	525	10	10	6	31	31	18	54	54	66	5	5	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	208	208	78094	98	98	99	529	529	545	6	6	3	25	25	18	68	68	77	1	1	2
All Students (Prior Year)	224	224	74503	100	100	99	515	515	491	4	4	9	20	20	32	68	68	51	8	8	8
Female	104	104	38025	98	98	99	557	557	558	1	1	2	17	17	13	80	80	82	2	2	2
Male	104	104	40013	98	98	99	501	501	534	10	10	5	33	33	23	57	57	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	16	16	29068	100	100	99	495	495	523	13	13	5	38	38	27	44	44	67	6	6	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	182	182	38265	98	98	99	530	530	564	5	5	2	25	25	11	69	69	84	1	1	3
Students with Disabilities	36	36	9275	97	97	100	496	496	444	6	6	14	48	48	46	42	42	39	3	3	1
Students without Disabilities	172	172	68892	98	98	98	535	535	559	6	6	2	20	20	14	73	73	82	1	1	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	NC	NC	81	NC	NC	NA	NC	NC	504	NC	NC	12	NC	NC	27	NC	NC	60	NC	NC	0
Economically Disadvantaged	53	53	33296	88	88	94	536	536	527	2	2	5	29	29	27	69	69	67	0	0	0
Non-Economically Disadvantaged	155	155	44871	100	100	100	526	526	559	7	7	2	24	24	12	68	68	84	1	1	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	60	60	53	98	58	NA	56	100	56	56	51
	Language	99	54	53	45	98	48	48	48	100	52	52	47
	Mathematics	98	71	71	62	99	65	65	66	100	52	52	52
7	Reading	99	61	61	51	100	49	NA	54	100	51	51	50
	Language	99	65	65	54	100	56	56	58	100	55	55	52
	Mathematics	99	65	65	58	100	61	61	62	100	54	54	50
8	Reading	100	63	62	53	100	65	NA	55	99	49	49	51
	Language	100	65	64	49	100	61	61	52	99	48	48	50
	Mathematics	99	65	64	58	100	64	64	61	99	49	49	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 3 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum Development
- ü Textbook Selection
- ü Student Discipline
- ü School Safety Issues
- ü Extracurricular Activities
- ü Schoolwide Project Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	35.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	3	2	0	0
10 or more years	11	7	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	141
Teachers with Emergency Certificaton.	6
Percent of teachers in the school with Emergency/Provisional Certification	16%
Percent of core classes not taught by Hightly Qualified Teachers	21%

Resources Available at School Site

Special Facilities

- ü Vocational Technology Lab
- ü Computer Instruction Lab for Remediation

Extracurricular Activities

- ü Academic League Team
- ü FCCLA Club
- ü Student Council
- ü Interscholastic Athletics
- ü Outdoor Adventures Club
- ü Builder's Club
- ü FBLA Club
- ü Math Club

Social Services

- ü Health Curriculum
- ü Service Club Sponsorships
- ü Local Business Partners
- ü Lunch Program
- ü Parent Liasion/Parent Resource Center
- ü Counseling
- ü School Nurse

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Development of Academic Center for Excellence computer aided learning program to provide enrichment and intervention to students at all levels in Math and Language Arts.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Transfers Out Rates ⁵	15	12	12	17
Transfers In Rate ⁶	22	28	28	37
Stability Rate ⁷	84	87	87	82
Promotion Rate ⁸	93	96	95	81
Retention Rate ⁹	2	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our school addresses safety issues through a staff Safety Committee. The committee meets on a monthly basis to discuss safety issues, revise procedures and suggest new efforts.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Monica Nitzsche	(928) 474-4511
Transportation Policy	Tom Piowarsy	(928) 474-2340
Community Resources	Blanche Oakand	(928) 474-4511
School Nutrition Programs	Bonnie Shipitalo	(928) 472-5703
Parent Organization		(928) -
Student Health/Nurse	Linda Swartwood	(928) 474-4511

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.